
IMPACT OF PARENTS' EDUCATION ON SOCIAL ADJUSTMENT OF SECONDARY LEVEL STUDENTS

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ABSTRACT

The study examined the impact of parents' education on social adjustment of secondary level students. The research was correlational and data was collected through survey technique the hypothesis was "there is no significant relationship between parents' education and social adjustment of secondary level students". The population of the study was comprised of all the male and female students studying in secondary school certificate "SSC" (matric) part II, in 138 Government secondary schools of Tehsil Sargodha. Stratified random sampling was used to select the research participants from Government girls and boys high schools. From each stratum 10% secondary schools were selected randomly, then 50% students of 10th class were selected randomly from each selected male and female stratum. One self-developed questionnaire with Cronbach's alpha value 0.726 was used to collect data. Frequency, percentage, mean score and standard deviation, t-test, one way ANOVA and spearman 'rho' were used for data analysis. Major conclusion of the study were; most of the students' social adjustment was at high and very high level; female and male students and similarly urban and rural students has equivalent level of social adjustment. Moreover mothers' and fathers' education has positive and weak relationship with social adjustment Of SSC students. It is recommended that the head teachers and

teachers may organize awareness campaign for the parents to promote their interaction with children.

KEYWORDS

Parents' Education, Social Adjustment and Secondary Level Students

INTRODUCTION

A child is born in a society; child lives and grows there. During his growth child tries to understand surrounding environment. The surrounding environment the society and specially the parents play an important role to ensure child proper growth. Home stimulation makes notable changes in the social, language, emotional intellectual growth of children. The home environment involves factors like availability equipment, books, magazines, and of course the better interaction between parents and the child. Home is regarded on the first school of the child and parents play the first role of teachers. Parents are considered first teachers of a child because most of the child used to spend their time at home rather than school and child learn various things from their parents at home (Singh, Horo, & Singh, 2016).

The term adjustment refers to a continuous action in which an individual's improves their behavior to develop a more melodious relationship between children their and the surrounding environment. The individual's survival in his or her physical or social environment depends on adjustment. As with the constantly changing environmental conditions there is need to modify them and adapt the environment. Thus adjustment is the maintenance of a harmonious relationship between man and his surrounding which comprise his physical or social environment (Gablinske, 2014). Societies are providing skills, psychological needs and successful life adjustment in healthy environment. Social adjustments are including many other factors like sensitive feelings of physical and educational proportions. While the best factor of social adjustment of qualification (Alam & Azad, 2016).

The adjustment in a culture as an individual is called social adjustment. Social adjustment is harmonious relationship between students of academics, correct social desires, cluster goals, meeting effectively the social needs in house, group teams, and community (Toheed, & Lubna, 2012). Hence, social adjustment has serious strength in any social environment and its uselessness is the emotional feelings of self-respect, worthless and low magnitude (Russo, Goodwin, Miller, Haan, Connell, & Crotty, 2008). On the basis of social adjustment, children properly respond to social reality, situation, and circumstances (Suyatno & Hidayat 2018). Students' adjustment and achievement are influenced by parent's involvement; students' level of achievement is positively influenced by parents' involvement as for higher level of achievement, more involvement of parents is needed (Al-Rawwad , Al-Taj, & Al-Tal, 2016).

Education of a child needs multidimensional efforts. Students, teachers, institution and parents all are important in the learning process of a child. Parents' education is a crucial factor for the bright future of a child. It is often observed that the children of educated parents are more confident, quick-witted and skillful as compared to those children whose parents are uneducated (Khan, Iqbal, & Tasneem, 2015). The parents' educational background is a solid factor which produce courage among the children and it effect on their future. Child behavioral and educational outcomes depends on his/her parents education (Ngure & Amollo, 2017). The involvement of parents at home could include many activities like discussion about the school, help in home work and reading with the children (Adeyemi & Akinboyewa, 2019). The children having better social adjustment have better ways to succeed in education as well as other fields of life, they can survive in a better way than those who are not having social adjustment ability.

Parents always take care of their child's basic needs which his/her requires as well as facilitate motor, cognitive, language, adaptive skills, and behavioral development throughout childhood and beyond. Research shows that the involvement of parents in children live is a predictor of achieving educational goals, behavioral and social outcomes, and emotional well-being (El Nokali, Bachman, & Votruba-Drzal, 2011; Toren, 2013).

Educated parents' plays an essential part in shaping thinking of their children and also their behaviors. In the western areas of the world, researches have proved that parents' education has a direct relationship with the SSC students' social adjustment and academic achievement. Keeping in view the fact, the study aimed at finding the impact of parents' education on social adjustment of secondary level students.

RESEARCH OBJECTIVE

1. Determine the relationship between parent's education and social adjustment of secondary level students.

RESEARCH HYPOTHESIS

1. There is no significant relationship between parent's education and social adjustment of secondary level students.

RESEARCH METHODOLOGY

The nature of this quantitative research was correlational and data was collected through survey technique.

Population

According to the feasibility of time, resources and financial constraints this study was

delimited to the government secondary schools of District Sargodha. From seven Tehsils of Sargodha Tehsil Sargodha was chosen because the number of schools is larger as that of the other Tehsils. The population of study consists of all the male students and female students studying in SSC (matric) part II, in 138 Government secondary schools of Tehsil Sargodha.

Sampling

Stratified random sampling was applied for collecting the data. Two strata of schools were made based on gender i.e. male (91 schools) and female (47 schools) in total 138 in tehsil Sargodha. Proportions from each stratum 10% schools (14 schools) were selected randomly including nine (9) female schools and five (5) were male schools. Then 50% students of 10th class were selected randomly from each of selected male and female schools making total of 400 students including 150 male students and 250 female students.

Research Instrument

One self-developed bi-lingual questionnaire (in Urdu & English) for social adjustment pertaining the portion of demographic variables, like gender, locality, and parents' education, for Government secondary students was used for data collection to make the questionnaire more clear. It has three factors of social adjustment (i) Parents (ii) School (iii) Society. According to these three factors 40 items were developed on five point Likert scale i.e. Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4), Strongly Agree (5). The content and face validity and translation of questionnaire were checked through opinion of five experts' opinion. Pilot testing of the instrument was conducted on one hundred respondents including 50 males and 50 females, not enclosed in actual sample. Reliability coefficient Cronbach Alpha was 0.726 which showed that the instrument was reliable as recommended by Ursachi, Horodnic, & Zaitingalls, (2015).

Data collection and Analysis

Data were collected through self-visit that's why response rate remained 100%. Descriptive statistics like frequencies, means cores and inferential statistics like t-test and Spearman rho correlation were used to analyze the data.

Table 1: Parents' education of SSC students

	Uneducated	Primary	Middle	Matric	F.A/ F.Sc	B.A/B. Sc	M.A/ M.Sc	M.P hil	Total
Mother	94 23.5%	88 22.0%	32 8.0%	129 32.3%	29 7.3%	16 4.1%	7 1.8%	4 1.0%	400 100%

Educ ation									
Fathe r	61	63	40	151	41	18	11	6	400
Educ ation	15.3%	15.8%	10.0%	37.8%	10.3%	4.6%	2.8%	1.5%	100%

Table 1 shows that 23.5% students mothers were uneducated, at primary level 22% mothers were educated, 8.0% mothers were middle, 32.3% mothers were matric, 7.3% mothers were (F.A,F.SC), 4.1% mothers were (B.A,B.SC), 1.8% mothers were (M.A,M.SC) and 1.0% mothers were MPhil level education.

Students 15.3% fathers were uneducated, at primary level 15.8% fathers were educated, 10% fathers were middle, 37.8% fathers were matric, 10.3% fathers were (F.A, F.SC), 4.6% fathers were (B.A,B.SC), 2.8% fathers were (M.A,M.SC) and 1.5% fathers were MPhil level education. This trend shows that fathers were more educated than mothers.

Analysis of social adjustment of SSC students

The levels of secondary school certificate (SSC) students' social adjustment in their own views were analyzed on the basis of mean scores according to the following criteria; for mean scores range 0 - 1 = Very low, for mean scores range = 1.1 - 2 = Low, for mean scores range = 2.1 - 3 = Moderate, for mean scores range = 3.1 - 4 = High and for mean scores range = 4.1 - 5 = Very high

Table 2: Social adjustment levels of secondary level students

Level	Range	Frequency	Percent
Low	1.1 - 2	4	1.0%
Moderate	2.1 - 3	115	28.7%
High	3.1 - 4	273	68.3%
V High	4.1 - 5	8	2.0%
Total		400	100.0%

Table 2 shows that according to students' responses, 70.3% students claimed for very high or high level of social adjustment whereas 28.7% students were at moderate and 1.0% students opined for low level social adjustment. The trend shows that most of the students' social adjustment was at high and very high level.

Table 3: Gender wise categories of Social Adjustment

Gender	Low	Moderate	High	Very High	Total	Mean	SD	t-value	df	Sig.
Female	3 1.25%	62 25.8%	172 71.7%	3 1.25%	240 100%	168.0 2	17.3 2	1.101	398	0.433
Male	1 0.62%	53 33.12%	101 63.13%	5 3.13%	160 100%	166.1 5	15.6 9			

Table 3 shows that majority of students' responses, 72.9% female students responded that they had very high or high level of social adjustment whereas 25.8% were at moderate level and 1.25% students were at low level of social adjustment. Whereas 66.26% male students had very high or high level of social adjustment and 33.12% students were at moderate and 0.62% were at low level social adjustment. The trend shows that both female and male students had high or very high level of social adjustment. The t-value = 1.101, df = 398 and p-value = 0.433 > 0.05 shows that there was no significance difference of social adjustment of male and female students and that was equivalent.

Table 4: Locality wise categories of social adjustment

School	Low	Moderate	High	Very High	Total	Mean	SD	t-value	df	Sig.
Rural	1 0.56%	42 23.20%	134 74.0%	4 2.20%	181 100.0%	170.13	14.79	3.153	398	0.76
Urban	3 1.37%	73 33.33%	139 63.4%	4 1.82%	219 100.0%	164.90	17.80			

Table 4 shows that majority of the students' responses 76.24% students of rural schools claimed for very high or high level of social adjustment whereas 23.20% students were at moderate and 0.56% students opined for low level of social adjustment. While majority of the students 65.3% of urban schools claimed for very high or high level of social adjustment whereas 33.33% students were at moderate level and 1.37% students opined for low level of social adjustment. The trend shows that both the urban and rural areas SSC level students had high or very high level of social adjustment. The t-value = 3.153, df = 398 and p-value = 0.76 > 0.05 shows that there was no significance difference of social adjustment between rural and urban areas students and that was equivalent.

Table 5: Social adjustment of secondary school students with respect to mother education

Mother Education	Low	Moderate	High	Very High	Total
Uneducated	2 2.12%	38 40.42%	51 54.26%	3 3.20%	94 100.0%
Primary	1 1.13%	30 34.10%	56 63.64%	1 1.13%	88 100.0%
Middle	1 1.125%	7 21.88%	23 71.87%	1 1.125%	32 100.0%
Matric	0 0.0%	29 22.49%	98 75.96%	2 1.55%	129 100.0%
F.A/F.SC	0 0.0%	4 13.80%	25 86.20%	0 0.0%	29 100.0%
B.A/B.SC	0 0.0%	3 18.75%	12 75%	1 6.25%	16 100.0%
M.A/M.SC	0 0.0%	4 44.44%	5 55.56%	0 0.0%	9 100.0%
MPhil	0 0.0%	1 25.0%	3 75.0%	0 0.0%	4 100.0%

Table 5 shows that the social adjustment of SSC level students with respect to their mothers' education. Analysis revealed that among the students whose mothers were totally uneducated; 57.46% students were at very high or high level of social adjustment whereas 40.42% responded for moderate level and 2.12% students opined for low level of social adjustment. While among the students whose mothers had primary level education; 64.77% students claimed for very high and high level of social adjustment; 34.10% students were at moderate level and 1.13% students opined for low level of social adjustment. Similarly among the students whose mothers' had middle level education; 73% students claimed for very high and high level of social adjustment, 21.88% students were at moderate level and 1.125% students opined for low level of social adjustment. Likewise among the students whose mothers had matric qualification; 77.51% students claimed for very high and high level of social adjustment; 22.49% students were at moderate level of social adjustment. Likewise the students whose mothers had Intermediate (F.A, F.SC) level education; 86.20% students claimed for high and very high level and 13.80% students opined for moderate level of social adjustment. Moreover among the students whose mothers were graduate (B.A, B.SC); 81.25% students claimed for very high and high level of social adjustment whereas 18.75% responded for moderate. Among the students' whose mothers had master degree (M.A, M.SC) 55.56% students claimed for high and very

high level of social adjustment whereas 44.44% responded for moderate. While among the students whose mothers had MPhil degree; 75.0% students were at high and very high level whereas 25.0% responded for moderate of social adjustment.

The trend shows that as the level of mothers' education of the students' increases the social adjustment level of SSC students also increases.

Table 6: Social adjustment of secondary school students with respect to father education

Father Education	Low	Moderate	High	Very High	Total
Uneducated	1 1.63%	32 52.46%	26 42.63%	2 3.28%	61 100.0%
Primary	1 1.59%	19 30.16%	42 66.66%	1 1.59%	63 100.0%
Middle	2 5.0%	11 27.5%	26 65.0%	1 2.5%	40 100.0%
Matric	0 0.0%	37 24.50%	112 74.18%	2 1.32%	151 100.0%
F.A/F.SC	0 0.0%	8 19.51%	33 80.49%	0 0.0%	41 100%
B.A/B.SC	0 0.0%	3 16.67%	14 77.78%	1 5.55%	18 100.0%
M.A/M.SC	0 0.0%	4 20%	16 80%	0 0.0%	20 100.0%
MPhil	0 0.0%	1 16.67%	4 66.66%	1 16.67%	6 100.0%

Table 6 shows the social adjustment of SSC level students with respect to their fathers' education. Analysis revealed that among the students whose fathers were totally uneducated 45.91% students claimed for very high or high level of social adjustment whereas 52.46% responded for moderate and 1.63% students opined low level of social adjustment. While the students whose fathers had primary level education; 68.25% students claimed for very high or high level of social adjustment whereas 30.16% responded for moderate and 1.59% students opined for low level of social adjustment. Similarly among the students whose fathers had middle level education; 67.5% students claimed for very high or high social level whereas 27.5% responded for moderate level of social adjustment. Likewise among the students whose fathers had matric level education 75.5% students claimed for very high or high level of social adjustment whereas 24.50% responded for moderate. Likewise among the students whose fathers had intermediate (F.A, F.SC) level education; 80.49% students claimed

for high and very high level whereas 19.51% responded for moderate of social adjustment. Similarly among the students whose fathers were graduate (B.A, B.SC) 83.33% students claimed for very high or high level whereas 11.67% responded for moderate level of social adjustment. Similarly among the students whose fathers had master degree (M.A, M.SC) 80% students claimed for high and very high level of social adjustment whereas 20% responded for moderate level. Likewise among the students whose fathers had MPhil level education 83.33% students were at very high or high level of social adjustment whereas 16.67% responded for moderate level. The trend shows that as the level of fathers' education increases the students' level of social adjustment also increases.

Analysis of Variance between parents' education and students' social adjustment:
Table 7: One way ANOVA for social adjustment of students with respect to mothers' education

	Sum of squares	df	Mean square	F	P-value
Between groups	6124.59	7	874.94		
Within groups	105083.15	392	268.06	3.264	0.02
Total	111207.750	399			

In table 7 one way ANOVA revealed that there was a statistically significance difference between social adjustment of students with respect to mothers' education, as showed by the f-values = 3.264, and p-value = $0.02 < 0.005$. For the magnitude post hoc test was applied and results presented in the following table.

Table 8: Post-hoc comparison of students' social adjustment with respect to mothers' education

(I) Mother education	(J) Mother education	Mean Difference (I-J)	Std. Error	Sig
Uneducated	Matric	- 7.19	2.220	0.028

Table 8 shows the comparison between uneducated mothers and mothers with qualification. Negative mean difference -7.19 was significant at 0.028 and shows that students whose mothers were matric had better social adjustment than the students whose mothers were uneducated whereas, the difference of social adjustment of the students whose mothers have higher than matric (SSC) qualification had equivalent

level of social adjustment.

Table 9: One way ANOVA for social adjustment of students with respect to fathers' education

	Sum of squares	Df	Mean square	F	p-value
Between groups	8796.721	7	1256.674		
Within groups	102411.029	392	261.253	4.810	0.000
Total	11127.750	399			

In table 9 one way ANOVA revealed that there was statistically significance difference in the mean social adjustment of students with respect to fathers' education, as it is indicated by f-value = 4.810, and p-value= 0.00 < 0.005. To find out the magnitude of the difference post hoc test was applied and results are presented in the following table.

Table 10: Post-hoc test for comparison

(I)Father education	(J)Father education	Mean Difference (I-J)	Std. Error	Sig
Uneducated	Matric	-11.285	2.45214	0.000
	F.a/F.Sc	-14.359	4.43290	0.000
	B.a/B.Sc	-14.095	4.43290	0.004
	MPhil	-23.213	6.45017	0.009

Table 10 shows that in first comparison the negative mean difference -11.285 shows that the students whose fathers were matric performed better than the students of uneducated fathers. Similarly, on the basis of mean differences it is evident that the students whose fathers had qualification F.a / F.Sc (mean difference = -14.35) or B. a. / B. Sc. (mean difference = -14.09) or M. Phil (mean difference = -23.21) showed better social adjustment than the students whose fathers were uneducated. But the difference for other education level of fathers was not significant.

Table 11: Relationship between mothers' education and social adjustment of students

Statement	Mean	SD	N	Spearman rho	Sig.(p-value)
Mothers education	2.202	2.039	400	0.177	0.000

Social adjustment of students	3.712	0.516
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Table 11 shows that spearman 'rho' value was 0.177, and p- value $0.000 < 0.05$, which shows that there was a significant, positive but weak relationship between mother's education and social adjustment of students. In this relationship null hypothesis about parent education was rejected. It means that as the mother education of the students' increases the social adjustment also increases.

Table 12: *Relationship between fathers' education and social adjustment of students*

Statement	Mean	SD	N	Spearman rho	Sig.(p- value)
Fathers education	2.846	2.291	400	0.191	0.000
Social adjustment of students	3.712	0.516			

Table 12 shows that spearman 'rho' value was 0.191, and p- value $0.000 < 0.05$, which shows that there was a significant, positive but weak relationship between father's education and social adjustment of students and the null hypothesis about parent education was rejected. The trend shows that as the father education of the students' increases the social adjustment also increases.

CONCLUSIONS AND DISCUSSION

Most of the secondary school (SSC) students' social adjustment was at high and very high level, whereas female and male students had equivalent level of social adjustment. Similarly SSC level students who belong to rural areas had high and very high and equivalent levels of social adjustment. The result is in line with Patel, & Jansari, (2019), they found that there is no difference of social adjustment on the basis of gender or habitat.

The level of mother education and also father education of the students' increases the social adjustment level also increases. But when the education level increases than Matric (SSC level), that has no effect on social adjustment of their children. There was significant positive but weak relationship between mothers and fathers' education and students' social adjustment of SSC students, similarly significant positive but weak relationship between father education and students' social adjustment of SSC students.

The result is opposite to the results of Reynolds, Gill, (1994) which was conducted in black areas schools of USA and Packiaselvi, & Malathi. (2017) whose study was conducted in Coimbatore Educational District, India; they found no significant effects of parents education on social adjustment of the students. Possible reason may be that Sargodha is rural district and people of this district are less educated and mostly relevant to the agriculture, so in their culture difference of education is less counted.

RECOMMENDATIONS

The parents' education has relationship with level of social adjustment of the students; therefore the head teachers and teachers may organize awareness campaign for the parents to promote their interaction with children.

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